

## MOULTON COLLEGE

### TEACHING, LEARNING AND ASSESSMENT COMMITTEE

Minutes of the meeting held on Tuesday, 15<sup>th</sup> June 2021 at 4.00pm

- Present:** Mr A Thomson (in the Chair), Mr B Hansford, Miss E Cohen Neighbour, Miss S Frederiksen, Mrs C Harris, Mrs P Hawkesford, Mrs S Ijewsky, Dr P Jones, Mr M Knibbs and Mr D McVean
- In attendance:** Mr D Aldridge, Ms C Hayes, Mrs G M Hulley, Mr C Jenkins, Mr T Mangan and Mr J O'Shea

#### SECTION A – ROUTINE, STANDING AND REGULATORY ITEMS:

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**21/35 Apologies for absence (Agenda item 1)**

Mr B Billington sent his apologies.

**21/36 Declarations of interest (Agenda item 2)**

There were no declarations of interest.

**21/37 Minutes of last meeting (Agenda item 3, Paper A)**

The minutes of the meeting held on the 27<sup>th</sup> April 2021 had been circulated previously. The addition of 'robust plan' should be added to action 21/31, paragraph 2. The minutes were approved as a true and accurate record.

**Matters arising**

21/25 Landex peer review visit, 27<sup>th</sup> and 28<sup>th</sup> May 2021: The Vice Principal Curriculum and Quality (VPC&Q) reported that the review had been incredibly successful. Two members of Landex had visited the College. Positive feedback was received in relation to the many improvements since the last visit including ethos, culture and distance travelled. The team highlighted the importance of celebrating the good practice that was evident throughout the College observed during the visit. The report would be shared once received.

**21/38 Outstanding items from last meeting (Agenda item 4, Paper B)**

**Action 85, Quality Improvement Plan:** The Director of Quality was thanked for the detailed responses to a range of questions raised at the last meeting and were in complete agreement with the approach outlined to achieve excellence.

**Action 86, Teaching, Learning and Assessment:**

- a. Preparation for the delivery of Apprenticeships: A detailed proposal had been produced setting out expectations. This included availability of assessor qualifications internally to support delivery. The Committee could be assured that staff would be fully equipped to deliver Apprenticeships once the College was able to do so.
- b. Investment in future CPD: To be reported on at next meeting.
- c. Support of new staff: Learning walks would be completed shortly after new staff started teaching. In terms of support, this included: support from the TLA team; specific CPD events in June and August 2021. Events would clearly outline expectations of staff.
- d. Continuing professional development: A list of CPD sessions would be circulated separately (Action 91 – VPC&Q). This would confirm the range of CPD sessions targeted for each school based on findings from learning walks or curriculum reviews. The Chair confirmed that at his link governor

meeting with the maths and English team, he had been assured with the plans that had been put in place for new staff. Arrangements were very good.

- e. Careers Information Advice and Guidance: A link governor visit had been completed at the end of April 2021. Feedback was included within paper B. An actual visit would be completed at the start of term 2021.

## **SECTION B – QUALITY:**

**21/39**

### **Quality Improvement Plan (Agenda item 5, Paper C)**

The Quality Improvement Plan (QIP) was developed from the College self-assessment report process. It was structured in line with objectives from the Strategic Plan 2020-30 as well as maintaining contact with the Education Inspection Framework for Ofsted monitoring purposes. Of the total number of areas identified, 6 remained of which 5 would be fully resolved before the end of the academic year.

The Committee welcomed the presentation changes that had been made following feedback at the last meeting. It was agreed that the narrative around interpreting the RAG ratings of EDI data on the dashboard needed to be reworded to avoid any confusion. A difference in data had been spotted and was likely to be due to the use of data at different check points. The commentary relating to EDI and retention and achievement of most identified groups needed to be more robust so this could be scrutinised and monitored more closely by this Committee (Action 92(a) – Director of Quality). An action was taken away to clarify the proportion of HE and FE students that accessed the online careers advice (Action 92(b) – Director of Student Services). Developing staff's industrial knowledge was part of a comprehensive programme of development that the Executive Director of HR (EDHR) was leading on to ensure opportunities were made available. Staff would then return from industry and develop their schemes of work to incorporate how new found skills and technologies could be passed on to students.

**Resolved:** To receive the Quality Improvement Plan.

**21/40**

### **Inspection preparation plan (Agenda item 6, Paper D)**

The report was introduced in November 2019 and was currently undergoing review following its use in a number of small Ofsted events and in preparation for the full inspection expected in autumn 2021. The plan included all actions required up to and including the inspection days and the immediate aftermath of the inspection.

The Committee agreed this was a comprehensive planning document. To avoid any staffing issues throughout the inspection, alternative staff names should be identified in the event of absence of key individuals. The Committee highlighted the importance of effective communication with staff in preparation and throughout the inspection to ensure a shared understanding of key messages. Governor involvement was included in the plan and a briefing pack would be made available in advance of the inspection.

**Resolved:** To receive the pre-inspection report.

**21/41**

### **Teaching, learning and assessment [TLA] (Agenda item 7, Paper E)**

The VPC&Q outlined the report confirming that future versions would focus on continuing professional development (CPD) of all College staff (Action 93 – Director of TLA). The report highlighted the extent to which CPD was having a

positive effect on the quality of teaching, learning and assessment; student experience; outcomes; and, how the implementation of a new learning walk process was monitoring and driving improvements in the quality of TLA. The key impact had been the swift nature in which CPD was implemented following analysis of the learning walk data. The VPC&Q reiterated the importance of training for new staff once appointed in the summer. A 2-day licence to teach session was also planned in August to ensure everyone would deliver at the right standard.

In response to a question about Higher Education (HE), the Committee was informed that HE staff were observed in the same way as FE staff with 2 learning walks for the former compared to 3 for the latter. The intervention programme for FE and HE teaching staff was the same. The Dean of HE explained that a new structure was being developed specifically for his area, for example, working with the University of Northampton on team teaching. Effective practice could then be brought back to each faculty. In response to a question about differentiation in the classroom, the VPC&Q explained that stretch and challenge was one of the key themes in the learning walk and observation process. Issues or effective practice can be observed and monitored as part of that process. The VPC&Q explained that during the following academic year, in addition to providing specific support to any weaker areas, priority would also be given to the identification and dissemination of the effective practice present throughout the College to help individuals develop further.

**Resolved:** The CPD report was received.

21/42

**Governor impact feedback (Agenda item 8):**

- a. **Staff voice:** Good feedback had been received from staff about learning walks. Very good working relationships with the Quality coaches and team. Further improvements with planning to embed wider skills could be considered. The staff voice forum would be circulating a survey to new staff which was important in terms of their wellbeing. In response to a query raised about student support, the Principal explained that to maximise attendance, online drop-ins were also planned. Specific marketing to all student cohorts was planned.
- b. **Student voice:** Both student governors reported positively on their experiences at the College. Staff support had been very good.
- c. **Governor learning walks:** Four governors had taken part in learning walks since the last meeting. The Chair of Corporation had visited maths and English and met with several members of staff. This had provided an ideal opportunity to listen to first-hand experiences of some of the pressures associated with different levels of support required for students joining the College in September. Another governor had taken part in two learning walks with the Director of Student and Learning Support (DSL). The experience had been positive with good student behaviour and full engagement observed. The session was managed well with a learning support assistant used effectively (when required) in the session. A feedback form was completed and findings shared with the DSL.

**Resolved:** To note the report from staff, student and link governors.

David McVean arrived during the next item.

21/43

### **Staff recruitment (Agenda item 9)**

The EDHR confirmed that recruitment for a number of new posts which had commenced in April 2021. Posts were for teaching, administrative and support roles across the College and the majority were required in response to the expansion of the College. A range of different forums were being used to advertise the posts including specialist press, for example, Farmers' weekly. Where posts had been offered for teaching staff, a process had been developed to complete assessments during the summer in order to identify any strengths or weaknesses which would then become targeted areas for development. There would be no compromise over quality of student experience and it was therefore important that the team was confident that new staff have the skills to perform in the role they were recruited to. With a small number of exceptions, the target was for all staff to be in post by mid-August 2021 at the latest. A dedicated staff conference was planned and as outlined earlier in the meeting, wide-ranging support would be made available to everyone. Work would continue over the summer and where it was not possible to recruit to a post, agency or consultancy support would be required. If the College found itself in that situation, dedicated time would be spent with each individual to ensure their work met the expected high standards.

The Committee sought clarification about a number of points including:

- a. Interview process: the EDHR confirmed that online interviews were being completed and acknowledged this helped to assess digital skills. Face to face interviews were now being held with a requirement for micro-teaches. Such interviews offered candidates first-hand experience of the estate and environment they would be working in.
- b. Reliance on sessional staff and the risk of these staff being poached if they were effective particularly staff in maths and English: The EDHR confirmed that part-time staff or those employed on a fractional basis were on the same contracts with the same notice periods as full-time staff. A small number of staff were on sessional contracts which were issued 3 times a year with a shorter notice period. There was a commitment by the College to develop flexible working practices in order to achieve greater flexibility in the workforce. Sessional staff were a key element of this plan as they offered exceptional flexibility. Heads of School were actively encouraged to engage with sessional staff early to find out their availability and engagement; discuss options; and, ensure staff have timetables before the end of summer. Staff retention of this group was very good and the College would certainly like more in other areas.

**Resolved:** To receive the report on Staff Recruitment.

21/44

### **Safeguarding and Prevent (Agenda item 10)**

#### **a. College report:**

The DSLS confirmed that Ofsted had recently completed a review of sexual abuse culture in schools and colleges (June 2021). The College's response to these findings had been agreed and was summarised in a PowerPoint which would be circulated to the Committee after the meeting (Action 94 – Clerk).

Ofsted visited 32 schools and 2 colleges. Findings confirmed that the scale of the problem was bigger than most adults would have anticipated.

The DSLS provided a summary of key points recorded on MyConcern in the last year. There had been 22 sexual abuse/harassment concerns in the current year compared to 13 last year. The increase concurred with the findings from Ofsted. Of that figure, 16 concerns had happened outside of the College and 4 had been historical incidents. Where peer on peer concerns were concerned, the number of concerns had increased compared to the previous year and were in line with Ofsted findings. Detailed findings broken down by each curriculum area were outlined. An action plan had been agreed with the senior leadership team including:

- Enhancing existing peer on peer training for staff and also for governors.
- Educating learners on the referral process through induction, tutorial and poster campaign outlining how to report a concern.
- Re-developing bespoke tutorial package on peer on peer abuse, healthy relationships, respect, consent, boundaries.
- Engaging students in small-group sessions to discuss different forms of harmful sexual behaviour.

Finally, the DSLS confirmed that she had commissioned a robust analysis of records to ensure cases were dealt with appropriately and consistently with a clear timeline and audit trail of actions. On the first day of inspection, Ofsted would expect the College to submit their sexual harassment and sexual violence data to inspectors by 8am. Training for governors would be factored into the proposed governor training plan for 2021-22 (Action 95 – DSLS/Clerk? In response to a question about employers, the DSLS confirmed that the action plan included plans that had been developed for working with employers. The Link Governor for Safeguarding confirmed that based on his working knowledge of the wider sector, the College's situation mirrored that of the wider sector. The Chair asked that a report on Prevent should be prepared for the next meeting (Action 96 – DSLS).

**b. Link Governor Champion report:**

The Committee was informed that following attendance at a recent Safeguarding and Prevent Committee meeting at the College, there had been a 400% increase reported in mental health problems. Various strategies and interventions were discussed at the meeting to focus on mental health. A new post had also been created to provide support. The Safeguarding action plan was being managed and closely monitored. No concerns were raised. Following a review of the College-wide risk assessment, the College lockdown was an ongoing concern. There was going to be a security presence at Moulton which should be starting in September 2021. One concern raised related to a footpath that ran through the College. Additional signage was being arranged to mitigate risks. The Link Governor highlighted the importance of all staff understanding the importance of challenging visitors if they were not wearing a lanyard. Where the footpath was concerned, the DSLS confirmed that a very productive meeting had been held with the local authority who were very supportive and had confirmed they were receptive to the College's recommendations. The Principal confirmed that a new visitors' policy had recently been agreed which was really robust and would need to be communicated across-College. Safeguarding was more robust than it had ever been. In a wider discussion around tolerance levels for bullying and sexual abuse, the Committee was informed that this behaviour would not be tolerated. Any such behaviour would be investigated and all parties supported as necessary.

**Resolved:** To receive the report on Safeguarding.

## **SECTION C – VP CURRICULUM AND QUALITY UPDATE:**

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**21/45 Data Dashboard inc KPIs and PMB analysis (Agenda item 11)**  
All governors had access to the dashboard. The VPC&Q highlighted a number of areas including: Attendance – 90% (86% in 2020); maths and English 78% (73%); Retention 92% (91%); and, Pass rate 96% and excluding maths and English, 95%. High needs, residential and EHCP students were surpassing expectations. The Committee commented on the importance of ensuring that appropriate levels of support were provided. The deadline for sending final figures to the ESFA and FEC was the end of the following week.

**Resolved:** To receive the report on Data Dashboard.

**21/46 Risk Management (Agenda item 12, Paper G)**  
The VPC&Q confirmed that the key risk was staff recruitment in terms of attracting staff for the start of term and ensuring that those that are appointed, received the CPD that was planned together with agreed support. This was subject to a detailed input earlier in the meeting.

**Resolved:** To receive the report on Risk Management.

## **SECTION D – HIGHER EDUCATION:**

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**21/47 Higher Education Code of Governance (Agenda item 13, Paper H)**  
The report outlined the actions or evidence that was available to support each of the elements of the HE Code of Governance. Although compliance of the Code was voluntary, its adoption was seen as a valuable source of assurance to stakeholders. It was also complementary to the AoC Code of Governance which the Corporation adopted in 2015. It was proposed to complete the self-assessment annually.

The Committee requested that the section on EDI should be reviewed to take into account agreed actions from the recent Governance Review (April 2021). Also, a summary page and RAG ratings should be included (Action 94 – Clerk). Subject to these additions, the Committee would recommend the report to the Corporation for approval.

**Resolved:** To recommend the completed HE Code of Governance (self-assessment) to the Corporation for approval.

**21/48 Higher Education: Short and medium-term plan [Draft] (Agenda item 14, Paper I)**  
The report outlined the short-term objectives that would underpin the strategic review to be completed by October 2021 for HE. A more detailed plan would follow at that time. The proposed short-term plan consisted of a portfolio review; the formation of specialist industrial sector bodies; market demand; and, competitor research. The report also identified areas in need of improvement within the College's existing portfolio as well as the validation of new awards that would be added to the portfolio going forward.

In terms of feedback to be considered in the next version, the Committee suggested:

- A greater emphasis on sustainability and carbon neutral was needed.

- The importance of using local management information to inform any proposals around priorities for the HE curriculum and any changes to awards.
- Any plan should show how it was fully aligned to the College's Strategic Plan 2020-30 and that it responded to the needs of employers.
- Any mission and vision for HE had to complement the overarching College's mission and vision.
- The portfolio review would benefit from further development to include a review of the College's competitors to find out what they were doing and which degrees were popular. This could be completed by desk-top research; visiting other organisations; or, buying-in data from UCAS.
- In addition to industry forums, identify one or two key partners for each of the different disciplines. Formalise engagement with these key partners through an annual placement event or conference which would also help to develop partnership arrangements.

**Resolved:** To receive the report on the HE Plan.

## **SECTION E – GOVERNANCE:**

**21/49**

### **Governance 2021-22 (Agenda item 15, Paper I):**

**a. Meeting dates**

Dates for 2021-22 were agreed by the Committee.

**b. Terms of reference (annual review)**

Subject to the Director of Curriculum being added to the membership and a review of policies to ensure all relevant ones were included, the report was approved.

**c. Link Governor Scheme (Scheme)**

The Scheme had been updated to take into account actions from the recent Governance Review (Education and Training Foundation, April 2021) and feedback from the Search and Governance Committee. In response to questions raised within the report, the Committee agreed:

- (i) The priority areas identified for link governor champions were appropriate for the Scheme in 2021-22.
- (ii) Role descriptions, as per the example provided in the report, should be created for each link governor identified as part of the Scheme.
- (iii) When developing the Stakeholder Engagement Plan as part of a separate work-stream, the extent to which governors should be involved with parents should be considered.
- (iv) Any governor wishing to take part in the planned workshop to develop a set of critical success factors on the 22<sup>nd</sup> June 2021 should contact the Clerk.

**Resolved:** To receive the report on Governance 2021-22.

## **SECTION F – CLOSING ITEMS:**

**21/50**

### **Any other items of urgent business (Agenda item 16)**

There were no other items of business.

**21/51**

### **Date and time of next meeting (Agenda item 17)**

Tuesday, 12<sup>th</sup> October 2021 at 4.00 pm.

Meeting closed at 6.02 pm.